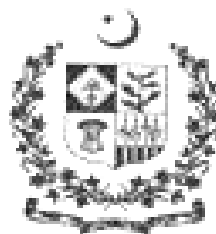


# **Early Learning Developments Standards (ELDS)**



**Prepared By:  
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# Early Learning and Development Standards in Pakistan

## Conceptual Framework

### *What are Early Learning and Development Standards?*

The formulation of early learning and development standards helps to build consensus on objectives for children and to build a measurable base for these objectives. The process of developing and implementing standards can help to advance child-related agendas and to lobby for child-well being.

Different types of standards need to be distinguished: Early Learning and Development Standards are standards about what we expect children should know and be able to do. Family Standards refer to what adult family members must do to support the development of the child. Teacher Standards are usually the basis for teacher preparation programmes as they formulate what teachers should know and be able to do. In Pakistan, access to services standard is diverse in nature in public and private sector. The children from disadvantage and economically deprived segment have little access to ECE services. It does not ensure the quality education. The goal of pre-primary education (ECE) is to create age appropriate interactive learning opportunities for 4-5 years age child in order for her/his preparation for primary school irrespective of child's physical, mental and social status in the primary educational institutions throughout the country. The development of uniform ELDS would facilitate the achievement of this goal.

ELDS are at the core of these different kinds of standards, as they provide the starting point for decisions on other forms of standards, and all standards should refer to the wishes, aspirations and expectations for the development of children. ELDS can thus be used in a variety of ways to improve instruction, parenting skills, amend behavior, teacher preparation, curriculum development and public's knowledge of children's development to evaluate programmes and to monitor national progress.

## Early Learning Development Standards (ELDS)

### **Main Domains/Areas of Early Childhood Education and Development.**

- 1. Personal, Social and Emotional Development**
- 2. Language Development**
- 3. Cognitive Development**
- 4. Moral and Spiritual Development**
- 5. Physical Development**
- 6. Health, Hygiene and Safety**
- 7. Creative Arts**

### **Age Group of Children:**

**4-5 Years (48 months to 60 months)**

### **Concerned Group:**

**Class room, School, Adult (Teachers, Head, School staff, visitors, parents etc)**

# Domains of Early Childhood Education and Development

Following are main Domains/Areas of Early Childhood and Education development.

- I. **Personal, Social and Emotional Development:** Refers to those processes where children develops self confidence, learns to express his/her likes and dislikes and can share whatever he/she feels. Children relationships with their culture, with people around them and with the environment in general. The social setting and value system form the core of person's identity; children at a very young age try to figure out what is good, what is appreciated or beneficial, based on what they observe in their surroundings. A quality ECE environment provides opportunities for children to form positive relationships with other children and with elders, and to engage in conversations about social norms and ethical issues.
- II. **Language Development:** refers to the process by which children make sense of the words, symbols and information around them. Children are born with the ability to learn language but again, a quality learning environment is essential to help them develop optimally. Learning to read and write the alphabet and make small sentences is just one component of language development. Over emphasis on this component especially through rote memorization, without giving children a chance to process the information and relate it to their lives, cripples not only their language development, but also their cognitive capacities.
- III. **Cognitive Development:** refers to the development of mental processes and capabilities; it focuses on how children learn and process information. It is the development of the thinking and organizing systems of the mind. It involves language, imagining, thinking, exploring, reasoning, problem solving, developing and rejecting ideas on concepts, memory, expression through multiple media and experimenting and applying what they learn. When they come to school, children are already equipped with all the basic thinking and processing skills that they have learnt as part of growing up . Sound cognitive development enhances critical thinking and creativity in human beings. A quality ECE environment provides learning opportunities where children are given the freedom to explore, think, imagine, question, and experiment as they develop the ability to create novel ideas and solutions.
- IV. **Moral and Spiritual Development:** refers to the development of a child's capacity to experience, manage and express a full range of positive and negative emotions. The development of self esteem is critical throughout

the early years and having positive experiences in a quality environment is essential at this stage. Feeling important, activity taking responsibility, being listened to and cared for, are the essentials for creating a positive self-concept in children.

- V. **Physical Development:** Involves the way children use their muscles, both large and small. The large muscles are used for activities such as walking, jumping and lifting large objects. The small muscles are used for fine motor activities such as threading beads, wiring, drawing, cleaning rice and working with small objects. Exposures to activities that help in muscle development help children in doing small tasks on a daily basis. They start feeling capable of helping elders and gain confidence in them.
  
- VI. **Health, Hygiene and Safety:** It focuses on children's developing physical control, mobility, awareness of space and manipulative skills in door and outdoor environments. They include establishing positive attitudes and understanding of healthy and active way of life. It will give children a clear concept and understanding of safety measures to be taken in various situations in the surrounding.
  
- VII. **Creative Arts:** It focuses on the development of children's imagination and their ability to communicate and to express ideas, feelings, observations and experiences in creative ways. They include encouraging children to think of new and innovative ideas which can be expressed through varied media.

## 1. Main-Domain:

### Personal, Social and Emotional Development

#### Sub-Domain:

- Personal Development
- Social Development, and
- Emotional Development.

#### Key Learning Areas:

- Social Interaction
- Cultural Orientation
- Cooperation
- Eye to Eye Contact
- Respectful Manners
- Self Esteem

Competencies	Sub-Domains
<b>Competency-1</b> Child will develop and understand his/her likes/dislikes, strengths and emotions.	<ul style="list-style-type: none"> <li>➤ Personal Development</li> <li>➤ Emotional Development</li> </ul>
Competency-2: Child will share and work in collaboration with their peers, teachers, school staff and family.	<ul style="list-style-type: none"> <li>➤ Social Development</li> <li>➤ /Emotional Development</li> </ul>
Competency-3: Child interacts with diverse people around him/her.	<ul style="list-style-type: none"> <li>➤ Social Development</li> </ul>
<b>Competency-4:</b> Child will demonstrate a sense of care for self and others in class, school and home.	<ul style="list-style-type: none"> <li>➤ Personal Development</li> <li>➤ Social Development</li> <li>➤ Emotional Development</li> </ul>

**Competency-5:** Child will know about his/her family, peers and culture.

- Personal Development
- Social Development

## Sub Domain: Personal Developments

<b>Student Standards</b>	<b>Teacher Standards</b>	<b>Learning Activities</b>	<b>Indicators</b>
<ul style="list-style-type: none"> <li>➤ A child will be able to gain self-confidence.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide an encouraging and supportive environment to a child in which he/she can share and initiate activities himself/herself.</li> </ul>	<ul style="list-style-type: none"> <li>➤ In circle time, teacher will encourage a child to talk about himself/herself what he/she sees, does, feels and likes.</li> <li>➤ Teacher will provide opportunities to a child to express independently such as ability to make choices, initiate own activities i.e. story-telling, singing poems, personal sharing etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ talks freely.</li> <li>➤ makes eye contact.</li> <li>➤ takes initiatives.</li> <li>➤ capable of expressing himself/herself.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to make his/her own decision.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide different opportunities to a child to make choices while doing different activities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will ask a child to draw or make a house, flower, apple etc with pencil or play dough.</li> <li>➤ Teacher will make a graph of who likes which colour, fruit, animal etc.</li> <li>➤ Teacher will have open discussion with a child on any topic of his/her choice or given</li> </ul>	<ul style="list-style-type: none"> <li>➤ Makes decisions himself/herself.</li> <li>➤ Makes choices .himself/herself.</li> <li>➤ Expresses freely.</li> </ul>

		topic like; myself, my pet, neighbour etc.	
➤ A child will be able to take care of his/her belongings.	➤ Teacher creates an environment where she inculcates in a child sense of ownership and care.	<ul style="list-style-type: none"> <li>➤ Teacher encourages a child to put and take out his/her belongings; colours, notebook, lunch box etc in and out of his/her bag.</li> <li>➤ Teacher shares different stories to further emphasize upon taking care of his/her belongings, not to waste paper, pencil, eraser etc.</li> <li>➤ Teacher will make a graph by asking a child his/her favourite items like; colour, fruit, animal, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Takes care of his/her belongings.</li> <li>➤ keeps his/her belongings tidy.</li> <li>➤ does not tear papers.</li> <li>➤ does not throw his/her belongings randomly.</li> </ul>
➤ A child will be able to perceive himself/herself in a positive way.	➤ Teacher will provide different opportunities to a child to perceive himself/herself.	<ul style="list-style-type: none"> <li>➤ Teacher will ask a child about his/her likes/dislikes, etc.</li> <li>➤ Teacher will discuss and share a child's interests and what he/she wants to become in the future etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ tells his/her likes/dislikes.</li> <li>➤ Tells his/her favourite colour, game, pet etc.</li> <li>➤ Discusses about his/her desires.</li> </ul>
➤ A child will be able to ask for help from others when needed.	➤ Teacher will encourage a child to ask questions and make queries, so that he/she learns to ask for help.	<ul style="list-style-type: none"> <li>➤ Teacher will create situations to guide a child how to ask for help through role play and practical demonstration e.g. asking for eraser/pencil, going out of class, tying of shoe laces etc.</li> <li>➤ Teacher will provide skills to a child how to interact and not to</li> </ul>	<ul style="list-style-type: none"> <li>➤ asks when he/she has a query.</li> <li>➤ takes help to solve his/her needs.</li> </ul>



interact with a stranger.

- Teacher will create problem situations like; got hurt, want to cross road for asking help and to guide a child through role play and practical demonstration.
- Teacher will share rhymes and stories related to it.

## Sub-Domain: Social Developments

Student Standards	Teacher Standards	Learning Activities	Indicators
<ul style="list-style-type: none"> <li>➤ A child will form friendly and interactive relations with peers and adults around him/her.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will create an environment where a child gets opportunity to interact and have friendly relations with others.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will greet* a child in the morning and will ask him/her to greet others as well.</li> <li>➤ Teacher will share poems and stories related to friendliness.</li> <li>➤ Teacher will initiate group activities like <i>hide-n-see ( Chupan Chupai)*, Ghar, Ghar*, Dodge the Ball*, Baraf-Pani*, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ greets everyone other</li> <li>➤ greets adult in the surrounding</li> <li>➤ interacts respectfully</li> <li>➤ listens to others</li> <li>➤ shares things.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will learn to respect other's opinion.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will create opportunities for a child to realize that others views and opinions should be listened to and respected.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will design such activities for a child, through which he/she learns to respect others opinion.</li> <li>➤ Teacher will make class rules with a child's consent like ; I will keep my class clean, I will listen carefully, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ listens to others.</li> <li>➤ respects others opinion.</li> </ul>

<ul style="list-style-type: none"> <li>➤ A child will learn to care for others belongings and things in the surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will create an environment where a child learns to care for others belongings and things in the surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will discuss and share with a child how and why we should take care of other's belongings.</li> <li>➤ Teacher will establish a <b><i>“Lost and Found Corner”</i></b>* in the classroom.</li> <li>➤ Teacher will make classroom rules and assign jobs with the consent of a child.</li> <li>➤ Teacher will demonstrates and encourage a child to pick and put things back to their proper places.</li> <li>➤ Teacher will arrange role-plays/ games for a child to take care of others belongings.</li> <li>➤ Teacher will share stories to inculcate honesty in a child.</li> </ul>	<ul style="list-style-type: none"> <li>➤ takes care of others belongings.</li> <li>➤ picks up things from proper place and puts them back.</li> <li>➤ follows rules.</li> <li>➤ does his/her job.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will learn to take turns and make a queue.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide opportunities to a child to take turns and make queue.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will initiate group activities like; catching the ball, wait for his/her turn while drinking water, walking in line while going for assembly/play ground and coming back to the class room.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Waits for ones turn.</li> <li>➤ Walks in line.</li> <li>➤ Observes rules.</li> </ul>

<ul style="list-style-type: none"> <li>➤ A child will learn to share and cooperate with each other.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide an environment where a child learns to share and cooperate with each other.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will inculcate in a child, sense of sharing and cooperation through role play, stories, puppets, rhymes etc.</li> <li>➤ Teacher will facilitate in celebrating a “<i>Sharing Day</i>”, in which a child will be encouraged to share his/her things with others.</li> <li>➤ Teacher will demonstrate how to offer and ask things from others. And how to share food/other things, etc.</li> <li>➤ Teacher will make a child play different games like ; <i>Ghar ghar, Baraf Pani etc</i> with each other to learn to cooperate.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Listens to others.</li> <li>➤ helps others.</li> <li>➤ shares his /her pencil/colour etc with others.</li> <li>➤ Cooperates.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will learn to play local games.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will create an environment where a child learns to play local games.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide a child an opportunity to play age appropriate local games e.g.; <i>Ghar ghar playing with marbles (Bantay) , hide-n-seek, Teacher- teacher (imitating others)</i> through role play etc with his/her friends and class fellows.</li> </ul>	<ul style="list-style-type: none"> <li>➤ child plays with others.</li> <li>➤ follows rules in games.</li> <li>➤ accepts others opinion.</li> </ul>

<ul style="list-style-type: none"> <li>➤ A child will learn to handle an emergency situation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will give awareness about emergency situations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher teaches a child to gather on the given signal (clap, bell, whistle etc) in the ground, class, open area, etc.</li> <li>➤ Teacher will provide guidance and information through charts and role-play about first aid tips for wounds, burns etc and natural calamities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ asks for help.</li> <li>➤ Follows and responds on a given signal.</li> <li>➤ Cleans a wound.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to recognize, appreciate and respect similarities and differences among people.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will expose a child to different cultures, religions, classes, professions etc to develop respect for them.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will show and discuss with a child through pictures and charts about different cultures, religions, classes, professions etc.</li> <li>➤ Teacher will invite people of different occupations from the community to demonstrate and share their work and experiences with a child.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates different professions.</li> <li>➤ Respects different professions.</li> <li>➤ Recognizes different classes and categories of people.</li> <li>➤ mingles with others.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to associate and mingle with children having diverse abilities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide different learning opportunities to a child to associate and mingle with children having diverse abilities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher through her act and behavior will show no discrimination towards children with diverse abilities.</li> <li>➤ Teacher will demonstrate to a child non discriminating behavior towards children having diverse abilities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Shows friendly attitude towards people.</li> <li>➤ Keeps non discriminating behaviour.</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Teacher will further inculcate the sense of friendliness in a child through role play, drama, puppet show, etc towards children having diverse abilities.</li> <li>➤ Teacher will celebrate “<i>Special Children Day</i>”* in the class and school with children.</li> <li>➤ Teacher will share different stories, poems etc.</li> </ul>	
<ul style="list-style-type: none"> <li>➤ A child will be aware of Pakistani culture (national flag, game, folk dances, dresses, food etc) and national days.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide an environment where a child learns about Pakistani culture and national days.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher shares information about the Pakistani culture with the help of colourful pictures, maps and charts, etc.</li> <li>➤ Teacher will arrange different activities with a child to celebrate different local and national events e.g. <i>Pakistan Day, Spring Festival, Independence Day, etc.</i></li> <li>➤ Teacher will arrange a visit to local heritage (if possible) a <i>shrine, mosque, post office, etc.</i></li> <li>➤ Teacher will guide and facilitate a child to draw flag of</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognizes Pakistan’s flag.</li> <li>➤ Knows our national language.</li> <li>➤ Knows national dress, game etc.</li> <li>➤ Sings national anthem.</li> </ul>

		<p>Pakistan.</p> <ul style="list-style-type: none"><li>➤ Teacher will inculcate in a child respect for the country and its flag.</li><li>➤ Teacher will inculcate in a child, the spirit of nationalism by singing national anthem.</li><li>➤ Teacher will arrange different events such as – <i>Fancy Dress Show, Food Mela, Local Heritage Exhibition, etc</i> with the help of community members.</li><li>➤ Teacher will encourage a child to take active part in class activities.</li></ul>	
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## Sub-Domain: Emotional Development

Student Standards	Teacher Standards	Learning Activities	Indicators
<ul style="list-style-type: none"> <li>➤ A child will be able to express different emotions/moods.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will expose a child to different emotional situations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will demonstrate through role play different gestures and actions depicting different moods like; happy, sad, angry, etc.</li> <li>➤ Teacher will ask a child to make masks for different emotional states like happy, sad, etc.</li> <li>➤ Teacher will ask a child to share happy and sad moments of his/her life in circle time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ recognizes different moods/emotions.</li> <li>➤ Makes masks for different moods.</li> <li>➤ Shares his/her happy/sad moments.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to show/ express his/her likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide environment in which a child shows/expresses his/her likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher involves a child to discuss which is his/her favourite fruit, colour etc in circle time.</li> <li>➤ Teacher will make a graph for a child to show his/her favourite colour, fruit, game, hobby, etc.</li> <li>➤ Teacher will make a child discuss what food, personality, game, etc they like.</li> </ul>	<ul style="list-style-type: none"> <li>➤ shares his/ her likes.</li> <li>➤ shares/expresses his/her dislikes.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will learn to care for others feelings.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will develop in him/her a sense of care for others feelings.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will create an environment to demonstrate the importance of caring for others; like making Eid <i>Cards, Birthday</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Makes cards for others.</li> <li>➤ Exchanges cards.</li> <li>➤ Cares for others feelings.</li> </ul>



		<p><b>Cards</b> and exchanging them with each other.</p> <ul style="list-style-type: none"> <li>➤ Teacher will demonstrate and share through stories etc how to say kind words and be courteous towards others.</li> </ul>	
<ul style="list-style-type: none"> <li>➤ A child will be able to manage his/her emotions during conflict and various problematic situations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide awareness to a child and teach him/her skills to manage and face conflict and problematic situation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will arrange role play, dramas; puppet shows etc for a child to develop understanding of problematic situations like when someone fights with him/her or when someone uses foul language with him/her.</li> <li>➤ Teacher shares with a child stories and actual incidents which took place in his/her environment and how they were resolved.</li> <li>➤ Teacher will create a problematic situation and will ask a child to resolve it, like two children are fighting, how a child will resolve their conflict.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cooperates with others.</li> <li>➤ Gives assistance to others.</li> <li>➤ controls his/her emotions.</li> <li>➤ Handles a problematic situation.</li> </ul>

## **2. Main-Domain:**

### **Language Development (for any language like Urdu, English)**

#### **Sub-Domain:**

- **Listening Skills**
- **Speaking Skills**
- **Writing Skills**
- **Reading Skills**

#### **Key Learning Areas**

- **Vocabulary**
- **Pronunciation**
- **Hand- Eye Coordination**
- **Eye to Eye Contact**
- **Expression**
- **Confidence**
- **Comprehension/Understanding**
- **Fine Motor Skills**
- **Imagination**
- **Creativity**
- **Critical Thinking**

<b>Competencies</b>	<b>Sub-Domains</b>
<b>Competency-1:</b> Child will be engaged in conversation with other s and talk confidently about matters of immediate and personal interest.	<ul style="list-style-type: none"> <li>➤ Listening Skills</li> <li>➤ Speaking Skills</li> </ul>
<b>Competency- 2:</b> Child will describe objects, events and his/her plan for the day.	<ul style="list-style-type: none"> <li>➤ Speaking Skills</li> </ul>
<b>Competency -3:</b> Child will enjoy listening to stories; poems and make up his/her own stories and rhymes.	<ul style="list-style-type: none"> <li>➤ Listening Skills</li> <li>➤ Speaking Skills</li> </ul>
<b>Competency-4:</b> Child will enjoy books and handle them carefully	<ul style="list-style-type: none"> <li>➤ Reading Skills</li> </ul>
<b>Competency -5:</b> Child will understand how books are organized.	<ul style="list-style-type: none"> <li>➤ Reading Skills</li> <li>➤ Writing Skills</li> </ul>
<b>Competency -6:</b> Child will recognize familiar words in simple texts.	<ul style="list-style-type: none"> <li>➤ Reading Skills</li> </ul>
<b>sCompetency -7:</b> Child will use pictures, symbols, familiar letters and words to communicate meaning, showing awareness of some of the different purposes of writing.	<ul style="list-style-type: none"> <li>➤ Speaking Skills</li> <li>➤ Reading Skills</li> </ul>

**Sub Domains:****Listening**

<b>Student Standards</b>	<b>Teacher Standards</b>	<b>Learning Activities</b>	<b>Indicators</b>
<ul style="list-style-type: none"> <li>➤ A child will be able to listen attentively.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide opportunities to a child to practice listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will read different stories to a child. And ask questions in between and afterwards to observe how attentively a child is listening.</li> <li>➤ Teacher will organize discussion with a child on different topics like my pet, my home etc.</li> <li>➤ Teacher gives simple instructions and sees how well a child is responding to him/her e.g. he/she asks a child to bring a notebook or a thing lying some where in the room or out side or to show or point out or bring two/three stones or sticks from outside.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Listens attentively.</li> <li>➤ Follows instructions.</li> <li>➤ Responds when asked something.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to respond to stories.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will create opportunities to share stories to a child and involves him/her in it.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher shares stories with expression and involves a child by asking questions related to the story.</li> <li>➤ Teacher will tell the name or show the cover of the story to a child and asks him/her to guess what it will be about.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Answers questions.</li> <li>➤ Asks questions.</li> <li>➤ Takes active part in discussion.</li> <li>➤ Responds to stories.</li> </ul>

<ul style="list-style-type: none"> <li>➤ A child responds to rhymes jingles and songs with teacher or an adult.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will involve a child in singing age appropriate rhymes jingles and songs with actions and voice expression.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher sings songs, rhymes using different play cards/masks etc.</li> <li>➤ Teacher involves a child in singing different songs, rhymes and jingles with actions with him/her.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sings rhymes, jingles and songs.</li> <li>➤ Does actions with rhymes, jingles and songs.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to understand and communicate in simple language.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will create a conducive environment by using simple language to interact with a child.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will encourage a child to respond by taking/discussions on different topics from a Childs environment.</li> <li>➤ Teacher will ask a child simple questions like <ul style="list-style-type: none"> <li>• How is the whether today?</li> <li>• What time is it?</li> <li>• Why you were late today?</li> </ul> </li> <li>➤ Teachers create a shop in the class. He/she will help and guide a child to do buying and selling of things and converse with each other in simple language.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Follows instructions</li> <li>➤ Responds to questions</li> <li>➤ Participates in discussions.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to recognize and differentiate between sounds in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide indoor and outdoor opportunities to a child to listen and differentiate between different sounds in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher imitates with a child different animal /birds sounds like cat, lion, hen, parrot etc.</li> <li>➤ Teacher makes a child understands different pitches and tones by speaking loudly or in a low tone, by striking different materials e.g. table, door, window etc.</li> <li>➤ Teacher takes children outside and makes them distinguish between different sounds like car's, tractor's etc (sounds present in the environment)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognizes different sounds.</li> <li>➤ Differentiates between different sounds.</li> <li>➤ Produces animals and birds sound.</li> <li>➤ Differentiates between different soft and loud sounds.</li> </ul>

## Sub –Domain: Speaking

Student Standards	Teacher Standards	Learning Activities	Indicators
<ul style="list-style-type: none"> <li>➤ A child will be able to share experiences verbally with peers, teachers and elders.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will create a friendly environment to enable a child to share freely.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will initiate an “Author Chair” in which there is a special/specific chair in the class on which a child will sit and share his/her experiences, a story, poem or a drawing they have made.</li> <li>➤ In circle time, teacher will encourage a child to share his/her personal experiences or his/her favourite fruit, festival, friend, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Expresses his/her feelings freely.</li> <li>➤ Shares his/her experiences.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to use correct pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will involve a child to learn to speak letters, simple words and sentences with correct pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers will drill and repeat with a child different letters / new words like cat, ball etc.</li> <li>➤ Teacher will involve a child to describe any given picture in simple language.</li> </ul>	<ul style="list-style-type: none"> <li>➤ pronounces a letter correctly.</li> <li>➤ pronounces a word correctly.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child’s vocabulary will increase gradually.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will introduce new words to enhance a child’s vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will introduce new words by drilling and through flash cards, pictures, objects, e.g. <i>tree, door etc.</i></li> <li>➤ Teacher will involve a child to make new words with an alphabet like               <ul style="list-style-type: none"> <li>• <i>A - apple, ant , Amina.</i></li> <li>• <i>alif – anar, anghoor.</i></li> </ul> </li> <li>➤ Teacher will write names of</li> </ul>	<ul style="list-style-type: none"> <li>➤ uses at least ten new words in a week.</li> <li>➤ Makes new words with a letter.</li> </ul>

		things in the class on paper strips and will ask a child to paste them on it.	
<ul style="list-style-type: none"> <li>➤ A child will make eye contact with audience while speaking.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will introduce such activities which will enhance a child's self confidence.</li> </ul>	<ul style="list-style-type: none"> <li>➤ In circle time, teacher will involve a child to greet in an audible voice and have eye contact with each other.</li> <li>➤ Teacher will provide a topic from daily life to converse or exchange dialogues with each other.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Makes eye contact while talking.</li> <li>➤ Speaks confidently.</li> </ul>

## Sub Domain: Writing

Student Standard	Teacher Standard	Learning Activities	Indicators
<ul style="list-style-type: none"> <li>➤ A child will be able to trace different strokes and patterns for developing pre-writing skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will organize and arrange different activities to support pre-writing skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will make a child trace different strokes e.g. curve, straight line, circle, zig zag, in a tray of sand, soil, flour /pulses, etc.</li> <li>➤ Teacher will make a child to trace different patterns in correct formation on a paper with pencil or colour.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Traces on sand/soil strokes/patterns correctly.</li> <li>➤ Follows directions.</li> <li>➤ Traces strokes/patterns correctly with pencil.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to write letters of Urdu alphabets.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will develop activities to expose a child to write Urdu alphabets.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will ask a child to               <ul style="list-style-type: none"> <li>• trace letters in tray of sand, soil, flour.</li> <li>• Trace letters on dotted lines in right direction</li> <li>• Different patterns on single broad lined pages.</li> <li>• Urdu alphabets on single broad lined pages.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Writes Urdu alphabets.</li> <li>➤ Writes a letter in correct formation.</li> <li>➤ Follows correct direction.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to write letters of English alphabets</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will develop activities to expose a child to write English alphabets.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will ask a child to               <ul style="list-style-type: none"> <li>• trace letters in tray of sand, soil, flour.</li> <li>• Trace letters on dotted lines in right direction</li> </ul> </li> <li>➤ Different patterns on four lined page.</li> <li>➤ English alphabets on four lined</li> </ul>	<ul style="list-style-type: none"> <li>➤ writes English alphabets.</li> <li>➤ Writes a letter in correct formation.</li> <li>➤ Follows correct direction.</li> </ul>



		page.	
<ul style="list-style-type: none"> <li>➤ A child will be able to write his/her own name in Urdu.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will facilitate a child to write his/her name in Urdu.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will make letter cards of child's name and ask a child to arrange these letters to make his/her name.</li> <li>➤ Teacher will facilitate a child to write his/her name with letter cards, trace in sand , write on board /paper etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ writes his/her name in Urdu.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to write his/her own name in English.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will facilitate a child to write his/her name in English.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will make letter cards of child's name and ask a child to arrange these letters to make his/her name.</li> <li>➤ Teacher will facilitate a child to write his/her name with letter cards, trace in sand , write on board /paper etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ writes his/her name in English.</li> </ul>

## Sub-Domain: Reading

Student Standard	Teacher Standard	Learning Activities	Indicators
<ul style="list-style-type: none"> <li>➤ A child will be able to know that Urdu is read from right to left.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will demonstrate to a child that Urdu is read from right to left.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will give practice and guide a child prior to reading from where to start reading Urdu.</li> <li>➤ Teacher will give drill of reading letters and words to a child.</li> </ul>	<ul style="list-style-type: none"> <li>➤ reads from correct side.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to know that English is read from left to right.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will demonstrate to a child that English is read from left to right.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will give practice and guide a child prior to reading from where to start reading English.</li> <li>➤ Teacher will give drill of reading letters and words to a child.</li> </ul>	<ul style="list-style-type: none"> <li>➤ reads from the correct side.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to recognize different letters of Urdu alphabets.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher enriches class environment with different alphabets of Urdu.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will use flash cards /boards/ paper/blocks (if available) to make a child recognize different alphabets of Urdu</li> <li>➤ Alif –jeam –dal etc</li> </ul>	<ul style="list-style-type: none"> <li>➤ reads an alphabet.</li> <li>➤ recognizes different alphabets.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to recognize different letters of English alphabets.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher enriches class environment with different alphabets of English.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will use flash cards /boards/ paper/blocks (if available) to make a child recognize different alphabets of English</li> <li>➤ a-d-p-h etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ reads an alphabet.</li> <li>➤ recognizes different alphabets.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to make sounds of different alphabets of Urdu.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will teach sounds of all the alphabets of Urdu.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will give to a child practice and drill of different alphabets and their sounds.</li> </ul>	<ul style="list-style-type: none"> <li>➤ produces proper sound of an alphabet.</li> <li>➤ Recognizes different</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Teacher will ask a child to pick a flash card and produce sound of that alphabet.</li> </ul>	alphabets/sounds.
<ul style="list-style-type: none"> <li>➤ A child will be able to make sounds of different alphabets of English.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will teach sounds of all the alphabets of English.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will give to a child practice and drill of different alphabets and their sounds.</li> <li>➤ Teacher will ask a child to pick a flash card and produce sound of that alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>➤ produces proper sound of an alphabet.</li> <li>➤ Recognizes different alphabets/sounds.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to recognize his/her name in Urdu.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will make a child recognize alphabets of his/her name in Urdu.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers will make flash cards of different alphabets of a child's name and then ask her/him to arrange them.</li> <li>➤ In a group, teacher gives different papers/cards on which names of different children of the group are written. A child has to pick his /her name card.</li> </ul>	<ul style="list-style-type: none"> <li>➤ recognizes his/her name.</li> <li>➤ arranges alphabets of his/her name.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to recognize his/her name in English.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will make a child recognize alphabets of his/her name in English.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers will make flash cards of different alphabets of a child's name and then ask her/him to arrange them.</li> <li>➤ In a group, teacher gives different papers/cards on which names of different children of the group are written. A child has to pick his /her name card.</li> </ul>	<ul style="list-style-type: none"> <li>➤ recognizes his/her name.</li> <li>➤ arranges alphabets of his/her name.</li> </ul>

### **3. Main-Domain: Cognitive Development**

#### **Sub-Domains:**

- **Conceptual Thinking**
- **Logical *Thinking***
- **World Around Us**

#### **Key Learning Areas:**

- **Classification**
- **Critical Thinking**
- **Analytical Skills**
- **Attributes of objects**
- **Awareness of surroundings**
- **Observational Skills**
- **Measurement**
- **Width and Height**
- **Quantity**
- **Shapes**
- **Textures**
- **Calculation**
- **Love for nature**
- **Caring attitude**
- **Love for country etc.**

<b>Competencies</b>	<b>Sub-Domains</b>
<b>Competency-1:</b> sChild will demonstrate an understanding of the different attributes of objects, such as colour, size, weight and texture, match in sequence and classifying objects based on one or two attributes. He/she will also be engaged in pattern-seeking and pattern-making using different attributes of objects.	<ul style="list-style-type: none"> <li>➤ Conceptual Thinking</li> <li>➤ Logical Thinking</li> </ul>
<b>Competency-2:</b> Child will develop a basic understanding of quantity, counting from 0-9 and simple number operations.	<ul style="list-style-type: none"> <li>➤ Conceptual Thinking</li> <li>➤ Logical Thinking</li> </ul>
<b>Competency-3:</b> Child will recognize basic geometrical shapes and position of objects in relation with each other.	<ul style="list-style-type: none"> <li>➤ Conceptual Thinking</li> <li>➤ Logical Thinking</li> </ul>
<b>Competency-4:</b> Child will develop an understanding of measurement.	<ul style="list-style-type: none"> <li>➤ Conceptual Thinking</li> <li>➤ Logical Thinking</li> </ul>
<b>Competency-5:</b> Child will develop an understanding of the importance of families.	<ul style="list-style-type: none"> <li>➤ Conceptual Thinking</li> <li>➤ Logical Thinking</li> <li>➤ World around Us.</li> </ul>
<b>Competency-6:</b> Child will develop an understanding of the people and places around him/her.	<ul style="list-style-type: none"> <li>➤ Conceptual Thinking</li> <li>➤ Logical Thinking</li> <li>➤ World around Us.</li> </ul>

<p><b>Competency-7:</b> Child will recognize plants and animals in his/her surrounding areas and explore their basic features and habitats.</p>	<ul style="list-style-type: none"><li>➤ Conceptual Thinking</li><li>➤ Logical Thinking</li><li>➤ World around Us.</li></ul>
<p><b>Competency-8:</b> Child will observe the weather and develop an understanding of the seasons and their significance to people.</p>	<ul style="list-style-type: none"><li>➤ Conceptual Thinking.</li><li>➤ Logical Thinking.</li><li>➤ World around Us.</li></ul>
<p><b>Competency-9:</b> Child will develop a caring attitude towards the environment.</p>	<ul style="list-style-type: none"><li>➤ Conceptual Thinking</li><li>➤ Logical Thinking</li><li>➤ World around Us.</li></ul>

<b>Student Standards</b>	<b>Teacher Standards</b>	<b>Learning Activities</b>	<b>Indicators</b>
<ul style="list-style-type: none"> <li>➤ A child will be able to name, recognize and differentiate between colours.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide opportunities to a child to recognize, differentiate, and name the colours in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will first introduce primary colours; red, yellow and blue to a child, and gradually introduce more.</li> <li>➤ Teacher will engage a child in different activities through various materials to fascinate the understanding of different colours in the environment, e.g. naming and recognition of colours of objects.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognizes different colours</li> <li>➤ Groups things / objects of same colour.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to group objects together according to their colour.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will arrange activities to a child to give the concept that different objects may have the same colour and can be put together.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will mix different seeds, grains (chick-peas), red beans, white beans, etc together. Then he/she will ask a child to sort out beans according to their colour and group them.</li> <li>➤ Teacher will collect and mix different objects present in the surrounding environment and ask a child to separate and group objects of same colour e.g. threads, wool, ropes, flowers; leaves etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Groups things / objects of same colour.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to recognize and differentiate basic shapes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide an environment where a child can recognize and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will first introduce basic shapes – circle, square and triangle. When a child can recognize them, then he/she will introduce</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognizes different shapes.</li> <li>➤ Names shapes.</li> </ul>

	differentiate between shapes.	<p>other shapes.</p> <ul style="list-style-type: none"> <li>➤ Teacher will show and tell names of different shapes to a child with the help of different objects / things in the surrounding environment e.g. empty boxes of biscuits, bangles, windows, doors, books, stones, leaves, egg, chapatti etc.</li> <li>➤ Teacher will ask a child to cut and paste basic shapes using news paper etc.</li> <li>➤ Teacher will ask a child to draw different shapes given on dotted line first. Afterwards he/she will ask a child to draw different shapes by himself/herself.</li> <li>➤ Teacher will guide a child to make different things/objects by using any geometric shape e.g. with circle a child may draw a sun, ball etc.</li> <li>➤ Teacher will ask a child to create pictures using given shapes. e.g. house, clock, train , clown , cat etc.</li> </ul>	
<ul style="list-style-type: none"> <li>➤ A child will be able to learn the concept of height and differentiate between comparative degrees.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide opportunities to a child to understand concept of height and its comparative degrees.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide opportunities to a child to understand the concept of height i.e. tall and short by showing different objects present in the surrounding environment.</li> <li>➤ To further clarify the concept of tall and short, teacher will ask questions like; which is taller, a tree or a plant? Which is shorter, a tree or a bush? etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows concept of height.</li> <li>➤ Recognizes tall and short objects.</li> <li>➤ Tells it is tall or short.</li> <li>➤ Tells comparative degrees of tall and short.</li> </ul>

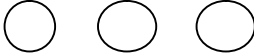




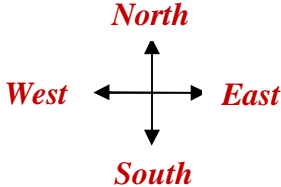
		<ul style="list-style-type: none"> <li>➤ Teacher will let a couple of children stand side by side and ask children to identify who is taller and who is shorter?</li> <li>➤ In the same way, teacher will ask three children to stand side by side and ask a child to identify who is tall, taller and tallest?</li> </ul>	
<ul style="list-style-type: none"> <li>➤ A child will be able to learn the concept of length and differentiate between its comparative degrees.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide opportunities to a child to understand concept of length and its comparative degrees.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will take few sticks/pencils/or ropes and will ask a child which is long and which is short.</li> <li>➤ In the same way, teacher will ask a child which stick is long and which is longest?</li> <li>➤ Teacher will make a child play long jump then ask children, who has jumped the longest distance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows concept of length.</li> <li>➤ Recognizes long and short objects.</li> <li>➤ Tells it is long or short.</li> <li>➤ Tells comparative degrees of long and short.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to learn the concept of width and differentiate between its comparative degree.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide opportunities to a child to understand the concept of width and its comparative degree.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will show a variety of materials like stick, book, notebook, box, pencil, etc to help him/her understand the meaning of thin and thick.</li> <li>➤ To further clarify the concept of thin-thick teacher will show different objects and let the child have hands on experience to understand the concept of thin and thick e.g. Pencil-stick, book – notebook, etc.</li> <li>➤ Teacher will take different sticks and ask a child to tell which is thick, thicker and thickest, and which is thin, thinner and thinnest.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows concept of thin and thick.</li> <li>➤ Recognizes thin and thick objects.</li> <li>➤ Tells it is thin or thick.</li> <li>➤ Tells comparative degrees of thin and thick.</li> </ul>

<ul style="list-style-type: none"> <li>➤ A child will be able to learn the concept of width and differentiate between its comparative degrees.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide opportunities to a child to understand the concept of width and its comparative degrees.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will show a variety of materials like boxes, bottles, etc and will tell a child the concept of broad and narrow.</li> <li>➤ Teacher will further inculcate the concept of narrow and broad by giving objects to a child to see for himself/herself.</li> <li>➤ Teacher will take different boxes and ask a child to tell which is broad, broader, and broadest, and narrow, narrower and narrowest.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows concept of width.</li> <li>➤ Recognizes narrow and broad objects.</li> <li>➤ Tells it is narrow or broad.</li> <li>➤ Tells comparative degrees of narrow and broad.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to learn the concept of depth and differentiate between its comparative degrees.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide opportunities to a child to understand concept of depth and its comparative degrees.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will show a child different objects like glass, plate, cup, jug, etc to clarify the concept of deep and shallow. He/she will give a child an opportunity to have hands on experience with these objects to realize the difference between the two concepts.</li> <li>➤ Teacher will further inculcate the concept of deep, deeper, deepest, and shallow, shallower, shallowest by giving objects to a child to see for himself/herself.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognizes deep and shallow objects.</li> <li>➤ Knows concept of depth.</li> <li>➤ Tells it is deep or shallow.</li> <li>➤ Tells comparative degrees of deep and shallow.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to learn the concept of volume and differentiate between its comparative degrees.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide opportunities to a child to understand concept of volume and its comparative degrees.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will show different objects like chair, pencil, bag, book, desk etc to make clear the concept of volume to a child.</li> <li>➤ Teacher will show three objects e.g. chair, pencil, and book to a child and will ask him/her to tell which is big, bigger and biggest, and which is small, smaller and smallest.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows concept of volume.</li> <li>➤ Recognizes big and small objects.</li> <li>➤ Tells it is big or small.</li> <li>➤ Tells comparative degrees of big and small.</li> </ul>

<ul style="list-style-type: none"> <li>➤ A child will be able to understand the concept of weight and differentiate between its comparative degrees.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide an environment where a child learns the concept of weight and its comparative degrees.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will bring different things in the class and ask a child to lift them to have hands on experience about light and heavy objects e.g. try to lift table / chair, book / school bag, etc to compare.</li> <li>➤ Teacher with the help of a child will make a weighing scale, using two empty tin boxes/shoe polish box and wool or any other thick thread available) in the class and ask a child to weigh different things e.g. pencil, box, chalk, etc.</li> <li>➤ Teacher arranges or borrows weighing scales from community (shop) with weights. He/she will let a child weigh different objects to clear the concept of heavy and light.</li> <li>➤ Teacher will ask a child to lift different things and tell which is heavy, heavier and heaviest and which is light, lighter and lightest from a book, chair, and a bag.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies heavy and light objects.</li> <li>➤ Tells it is light or heavy.</li> <li>➤ Recognizes light and heavy objects.</li> <li>➤ Tells comparative degrees of light and heavy.</li> <li>➤ Knows concept of weight.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to understand the concept of texture, differentiate between rough and smooth and its comparative degrees.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will create opportunities to a child to understand the concept of texture and differentiate between rough and smooth and its comparative degrees.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will show different objects and surfaces and tell a child by touching whether it is smooth or rough.</li> <li>➤ Teacher will ask a child to feel and touch things in the classroom and outside to reinforce the concept of smooth, smoother, smoothest and rough, rougher and roughest.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows the concept of rough.</li> <li>➤ Knows the concept of smooth.</li> <li>➤ Tells the comparative degrees of rough.</li> <li>➤ Tells the comparative degrees of smooth.</li> </ul>

<ul style="list-style-type: none"> <li>➤ A child will be able to understand and the concept of temperature and differentiate between hot and cold and its comparative degrees.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide opportunities to a child to understand the concept of temperature and to differentiate between hot and cold and its comparative degrees.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will show pictures and discuss with a child about the concepts of hot and cold, e.g. seasons.</li> <li>➤ Teacher will arrange for hot and cold water and make a child feel the glasses from outside to get a feeling of hot, hotter, hottest and cold, colder, coldest.</li> <li>➤ Teacher will take a child to a tap and make him/her feel the temperature of running water.</li> <li>➤ Teacher can celebrate an 'Ice-Day' to make a child aware of cold temperature.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows the concept of hot.</li> <li>➤ Knows the concept of cold.</li> <li>➤ Knows the comparative degrees of hot.</li> <li>➤ Knows the comparative degrees of cold.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to understand and differentiate between the concept of few and more objects and its comparative degrees.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide opportunities to a child to understand the concept of few and more and its comparative degrees.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will take indigenous materials like pencils, chalks, pebbles, sticks, beads, seeds, etc to help a child to understand the concept of few and more.</li> <li>➤ To further inculcate the concept, the teacher will take two pencils or sticks in one hand and five pencils or sticks in the other hand. He/she will make a child count them and then tell which are more or few.</li> <li>➤ In the same way, teacher will put three sets of things (having different quantity) and will ask a child which are few, fewer and fewest.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows concept of few and more.</li> <li>➤ Recognizes few and more objects.</li> <li>➤ Tells it is few or more.</li> <li>➤ Tells comparative degrees of few and more.</li> </ul>

<ul style="list-style-type: none"> <li>➤ A child will learn the concept of floating and sinking of objects.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide opportunities to a child to learn the concept of floating and sinking of objects.</li> </ul>	<ul style="list-style-type: none"> <li>➤ In the circle time, teacher will share ideas with a child of which objects sink and which float and why? And then he/she will tell that light things float on water and heavy things sink in water.</li> <li>➤ To inculcate the concept in a child, teacher will take a bucket or a small tub of water and give different objects to a child and ask him/her to put them in water and observe what happens? He/she will then ask a child to name the objects that float and objects that sink from the objects given to him/her e.g. stone, pencil, eraser, paper, plate etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows which object floats or sinks.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to observe, recognize and create patterns.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide skills to a child to observe, recognize and create patterns.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will engage a child in observing the environment and identifying different patterns present there like bricks on a wall, etc.</li> <li>➤ Teacher will introduce the concept of patterns by making simple patterns in the beginning.</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>➤ Then adding two or more shapes together to complicate it further.</li> </ul> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> <li>➤ Identifies pattern.</li> <li>➤ Creates patterns.</li> </ul>


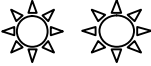


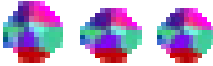
		<ul style="list-style-type: none"> <li>➤ Teacher will take indigenous material from the environment and will guide a child to make different patterns himself/herself.</li> </ul> 	
<ul style="list-style-type: none"> <li>➤ A child will learn the concept of four directions – north, south, east and west.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide an environment where a child will learn different directions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will give the concept of directions by up and down, right and left i.e. north and south, east and west.</li> </ul>  <ul style="list-style-type: none"> <li>➤ Teacher will tell a child from where the sun comes out – east. And where it sets – west.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows directions.</li> <li>➤ Tells sun comes out from east.</li> <li>➤ Tells sun sets in the west.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will learn the concept of shadow.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide an environment where a child learns about shadows.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will take a child outside and asks him/her to see shadow of different things. Then he/she will explain the places where there is no shade, things have no shadow and where there is light, one can see shadow of things.</li> <li>➤ Teacher will ask a child to stand in sun and see his/her shadow.</li> <li>➤ Teacher will ask a child to move around in the sun and see where there shadow is longest.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows the concept of shadow.</li> </ul>

<p>➤ A child will be able to tell what time of the day it is.</p>	<p>➤ Teacher will enable a child to tell what time of the day it is.</p>	<p>➤ Teacher will discuss and ask a child to observe different times of the day like morning, afternoon, evening, night, etc. Teacher will ask and guide a child to draw pictures of day and night to clarify the concept.</p> <p>➤ Teacher will ask a child different questions related to it;</p> <ul style="list-style-type: none"><li>• What did you eat in the morning?</li><li>• At what time you go to sleep?</li><li>• When do you do your homework? Etc.</li></ul>	<p>➤ Knows different times of the day.</p> <p>➤ Differentiate day and night.</p>
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## Sub Domain: Logical Thinking.

<b>Student Standards</b>	<b>Teacher Standards</b>	<b>Learning Activities</b>	<b>Indicators</b>
<ul style="list-style-type: none"> <li>➤ A child will be able to count.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will facilitate a child to learn how to count.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will make small groups of children in the class and ask a child to count how many children are there in each group.</li> <li>➤ Teacher will use different things and objects e.g. marbles, pencils, windows, door etc to make a child practice counting.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Counts objects/things.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to recognize numbers 0-9.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will facilitate a child to recognize numbers from 0 to 9.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will display numbers in the classrooms environment using digits and supporting illustrations to indicate a particular number.</li> <li>➤ Teacher will show flashcards of numbers, starting from number 1.</li> <li>➤ One by one teacher will introduce all numbers to a child.</li> <li>➤ Teacher will guide a child to count numbers with the help of sticks, fingers etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows different numbers.</li> <li>➤ Recognizes a number.</li> </ul>



<p>➤ A child will be able to correlate numbers and objects.</p>	<p>➤ Teacher will provide an environment where a child learns to correlate numbers and objects.</p>	<p>➤ Teacher will engage a child in an activity where a child has to make relation of a number with its quantity like;</p> <p>1 – </p> <p>2 – </p> <p>➤ Teacher will ask a child to match number with the quantity.</p> <p>1 – </p> <p>2 – </p> <p>3 – </p>	<p>➤ Matches numbers with its quantity.</p>
<p>➤ A child will be able to understand the concept of zero (0).</p>	<p>➤ Teacher will make a child understand the concept of zero (0).</p>	<p>➤ Teacher will take two empty boxes or bottles and puts a stone in one box and keeps the other one empty. First the teacher shows to a child the box with one stone and asks what is inside? The child will tell that there is one stone inside. Then the teacher shows the empty box and asks a child what is inside? The child will tell there is nothing inside, so the teacher will clear the concept to the child that “nothing” means zero.</p>	<p>➤ Knows the concept of zero.</p>

<ul style="list-style-type: none"> <li>➤ A child will be able to trace different strokes and patterns to develop pre-writing skills for mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will organize and arrange different activities for a child to support pre-writing skills for mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will make a child trace with fingers different strokes e.g. curve, straight line, circle, zig zag, in a tray of sand, soil, flour /pulses, etc.</li> <li>➤ Teacher will make a child to trace different patterns in correct formation on a paper with pencil or colour.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Traces on sand/soil strokes/patterns correctly with fingers.</li> <li>➤ Follows directions.</li> <li>➤ Traces strokes/patterns correctly with pencil.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to understand the concept of addition and will be able to do the addition operation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will guide and help a child to understand the concept of addition and to do the addition operation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will engage a child in different activities using concrete materials to build the concept of addition.</li> <li>➤ Teacher will tell a child what is the concept of addition and its symbol.</li> <li>➤ Teacher will engage a child in different activities using concrete materials and numbers to further clarify the concept of addition.</li> <li>➤ Teacher will guide a child to do addition sums.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows the concept of addition.</li> <li>➤ Knows symbol of addition.</li> <li>➤ Knows how to add.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to understand the concept of subtraction and will be able to do subtraction operation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will guide and help a child to understand the concept of subtraction and to do subtraction operation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will engage a child in different activities using concrete materials to build the concept of subtraction.</li> <li>➤ Teacher will tell a child what is the concept of subtraction and its symbol.</li> <li>➤ Teacher will engage a child in different activities using concrete materials and numbers to further clarify the concept of subtraction.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows the concept of subtraction.</li> <li>➤ Knows symbol of subtraction.</li> <li>➤ Knows how to subtract.</li> </ul>

		➤ Teacher will guide a child to do subtraction sums.	
➤ A child will be able to tell time from a clock.	➤ Teacher will enable a child to tell time from a clock.	➤ Teacher will arrange a clock and tell a child what a clock is and will teach a child how we can tell the time. He/she will tell a child that when the small hand of the clock is at 1 and the big hand is at 12, then its 1 o'clock.	➤ Tells time from clock.

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**Sub-Domain: World Around Us**

<b>Student Standards</b>	<b>Teacher Standards</b>	<b>Learning Activities</b>	<b>Indicators</b>
<ul style="list-style-type: none"> <li>➤ A child will be able to know the role and importance of his/her family members.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will make a child aware of the role and importance of his/her family members.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide awareness to a child about the role and importance of his/her family members.</li> <li>➤ In circle time, Teacher will share with a child the role and importance of different family members.</li> <li>➤ In circle time, teacher will share a family tree and discuss the role and importance of different family members in a child's life.</li> <li>➤ Teacher will help and guide a child to design a family tree indicating different relations; mother, father, sister, brother, sister, grand father, grand mother etc.</li> <li>➤ Teacher will ask a child to make family tree (with pictures if available) of his/her family members indicating different relations like ; grand father/grand mother, mother/father etc.</li> <li>➤ Teacher will share stories based on family relations.</li> <li>➤ Teacher will further inculcate role of family members through role play and dramas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows his/her family members.</li> </ul>

<p>➤ A child will be aware of places in his/her surroundings.</p>	<p>➤ Teacher will provide opportunities to a child to familiarize them with the places in his/her surroundings.</p>	<p>➤ In circle time, teacher asks a child to share about the places in his/her surroundings.</p> <p>➤ Teacher will draw a picture map with the help of a child of the places located around the school.</p> <p>➤ Teacher will take a child out for a field trip to the places nearby like; a mosque, post office, shrine, hospital, etc.</p>	<p>➤ Knows about the where about of places like hospital, post office, mosques etc in his/her surroundings.</p> <p>➤ Knows places around him/her.</p>
<p>➤ A child will have awareness of different places of Pakistan.</p>	<p>➤ Teacher will initiate activities to make a child aware of different places of Pakistan.</p>	<p>➤ In circle time, teacher will discuss with a child different places like towns, cities, provinces, etc.</p> <p>➤ Teacher will make graph/list of places a child has visited other than his/her own city, town or village.</p> <p>➤ Teacher can point out (different places a child has visited) on the Map of Pakistan or draws it on the board.</p> <p>➤ After vacations, teacher will ask a child to bring pictures of the places he/she visited.</p>	<p>➤ Knows different places of Pakistan.</p>
<p>➤ A child will be able to know about people living around him/her.</p>	<p>➤ Teacher will initiate activities to make a child aware of the people living around him/her.</p>	<p>➤ Teacher will ask questions so that a child understands the concept of neighbour with reference to the classroom, school and home.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Who lives next door?</li> <li>• Which class is next to ours?</li> <li>• What places are next to the school, home and mosque?</li> </ul>	<p>➤ Recognizes people living in his/her neighborhood.</p> <p>➤ Differentiates between different people of Pakistan.</p>

		<ul style="list-style-type: none"> <li>➤ Teacher may take a child out side the classroom to show her/him the neighboring classrooms to clear the concept of neighborhood.</li> <li>➤ Teacher will discuss with a child about different community members; policeman, farmer, driver, carpenter, postman, etc.</li> <li>➤ Teacher will invite people of different occupations from the community to demonstrate and share their work and experiences with the child.</li> </ul>	
A child will learn about different types of animals.	<ul style="list-style-type: none"> <li>➤ Teacher will organize activities to make a child aware of different types of animals.</li> </ul>	<ul style="list-style-type: none"> <li>➤ During the circle time, teacher will ask a child to name animals he/she sees in the surroundings to know about his/her knowledge of animals.</li> <li>➤ Teacher will discuss and share with a child that there are different types of animals who lives on land, or in water and in the air.</li> <li>➤ Teacher will arrange different activities to make a child understand about land and water animals and birds, etc through graphs, pictures and a visit to the outside environment or if possible to a zoo etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognizes different animals, birds, etc.</li> <li>➤ Knows land animals.</li> <li>➤ Knows water animals.</li> <li>➤ Knows air animals (birds).</li> <li>➤ Differentiates between different types of animals.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will learn about different features of animals.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will inculcate in a child different features of animals.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will facilitate a child to learn about the basic features, such as body parts, sounds, habits, food and homes.</li> <li>➤ Teacher will organize or ask a child to bring</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows basic features of an animal.</li> <li>➤ Knows different body parts of an animal.</li> </ul>

		<p>pet in the class e.g. hen, goat, parrot etc (Family members can facilitate in this activity). Later teacher can talk about the animals e.g.</p> <ul style="list-style-type: none"> <li>➤ Its name.</li> <li>➤ What it looks like?</li> <li>➤ What it likes to eat?</li> <li>➤ Where does it live?</li> <li>➤ Teacher will show pictures of different animals and discuss about domestic and wild animals</li> <li>➤ Where they live?</li> <li>➤ What they eat.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows sounds of an animal.</li> <li>➤ Keeps pet.</li> <li>➤ Knows about wild and domestic animals.</li> <li>➤ Knows where the animals live.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to learn different uses of animals.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will give awareness to a child about different uses of animals.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will discuss and share with a child about the uses of different animals.</li> <li>➤ Teacher will ask a child different questions, like from which animal do we get milk, eggs, wool and meat etc?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows uses of different animals.</li> <li>➤ Knows from where we get milk, meat, eggs, etc.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to know about different types of plants.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will give awareness to a child about different types of plants.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will take a child outside the class to observe different plants, trees, bushes etc in the surroundings and will discuss about them.</li> <li>➤ Teacher will make a child observe different types of plants like trees, creepers, bushes and will talk about them.</li> <li>➤ Teacher shares different stories with the child about plants.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognizes different types of plants e.g.; wheat, rice, sun flower, etc.</li> </ul>

<p>➤ A child will be able to learn about different parts of a plant.</p>	<p>➤ Teacher will give awareness to a child about different parts of plants.</p>	<p>➤ Teacher will show different parts of a plant, such as, root, stem leaves, flowers and seeds, etc to a child.</p> <p>➤ Teacher will ask a child to paste or draw a plant and label its different parts.</p> <p>➤ Teacher will collect with a child broad bottle cap, small pots (if available) or empty bottles/jars etc to sow seeds on piece of cotton or soil to make a child observe and see how a plant and its different parts grow.</p>	<p>➤ Knows different parts of a plant.</p> <p>➤ Knows a seed grows into a plant/tree.</p>
<p>➤ A child will be able to learn about different uses of plants.</p>	<p>➤ Teacher will share with a child the different uses of plants.</p>	<p>➤ In circle time, teacher will discuss with a child different uses of plants.</p> <p>➤ Teacher will share and then ask from a child different uses of plants, like</p> <ul style="list-style-type: none"> <li>• From where we get fruits, vegetables etc.</li> <li>• From where we get wood.</li> <li>• From where we get medicines.</li> <li>• From where we get oxygen etc.</li> </ul> <p>➤ Teacher will organize activities by asking a child or he/she will bring with himself/herself different seeds or pulses like grains, wheat, beans etc.</p>	<p>➤ Knows uses of plants.</p> <p>➤ Knows fruits and vegetables come from plants.</p> <p>➤ Knows oxygen comes from plants.</p> <p>➤ Knows wood is obtained from trees.</p> <p>➤ Knows medicinal values of plants.</p>
<p>➤ A child will learn to observe and develop an understanding of different weathers.</p>	<p>➤ Teacher will inculcate skills in a child skills to observe and develop an understanding of different weathers.</p>	<p>➤ In circle time, teacher will discuss with a child different weathers like sunny, cloudy, rainy, windy, etc.</p> <p>➤ Daily in the morning, the teacher will ask a child to tell what the weather is today and</p>	<p>➤ Identifies different weathers.</p> <p>➤ Knows names of different weathers.</p>



		<p>draw a picture on the board or whatever thing is available to show it.</p> <ul style="list-style-type: none"> <li>➤ Teacher can make a child to draw weather of the day at the top of the board and notebook with date etc.</li> <li>➤ Teacher will facilitate a child to make observations of the weather on daily basis to make him/her aware of sunny, rainy, cloudy, windy, snowy, and dry. For this teacher can develop or design a graph to record daily weather.</li> </ul>	
<ul style="list-style-type: none"> <li>➤ A child will be able to learn about different seasons.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will give awareness to a child about different seasons.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Through pictures and discussions teacher will make a child aware of four seasons – summer, winter, autumn and spring.</li> <li>➤ Teacher or family members will help and facilitate a child to draw pictures or creates models to show different seasons; summer, winter, autumn and spring.</li> <li>➤ Teacher will share and discuss different aspects of different seasons with a child like in winters</li> <li>➤ We wear warm clothes.</li> <li>➤ We eat dry fruits.</li> <li>➤ We have oranges.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows names of different seasons.</li> <li>➤ Identifies different seasons.</li> <li>➤</li> </ul>

## 4. Main – Domain: Moral and Spiritual Development

### Sub- Domains:

- Moral
- Spiritual

### Key Learning Areas

- Awareness of their religion
- Practices and values of their religion
- Patience and tolerance
- Positive attitude and behaviors
- Cooperation with others.

Competency	Sub-Domains
Competency-1: Child will be aware of their own religion and basic values and practices	Spiritual
Competency-2: Child will be able to have the sense of respecting others, show kindness to others and accommodates.	Spiritual Moral
Competency-3: Child tells truth, has positive attitude and behavior towards others.	Moral

## Sub Domain: Moral Development

Student Standard	Teacher Standard	Learning Activities	Indicators
<ul style="list-style-type: none"> <li>➤ A child will learn to show respect and love for family members.</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will create awareness for a child to respect and love family members.</li> </ul>	<ul style="list-style-type: none"> <li>➤ In circle time, teacher will share with a child the respect and love for family members. She will further inculcate the concept with hadith and stories, etc.</li> <li>➤ Teacher will act as role-model by being respectful towards a child such as talking to him/her politely, addressing him/her by name, and appreciating a child for being respectful to others.</li> <li>➤ Teacher will engage a child to make cards for his/her loved ones and give them to his/her family members.</li> <li>➤ Teacher will involve a child to celebrate Father Day, Mother Day, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Shows respects for family members.</li> <li>➤ Expresses his/her love through cards etc.</li> <li>➤ Talks politely.</li> <li>➤ Calls others by proper name.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will learn to show kindness and positive attitude/behavior towards others.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will create an environment in which a child learns to be kind to others and have a flexible and positive attitude/behavior towards others.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher acts as role-model by being kind and showing positive behavior towards others.</li> <li>➤ Teacher will share stories and religious events.</li> <li>➤ Teacher will share examples from daily life on kindness and positive behavior.</li> <li>➤ Teacher will involve a child to make greeting cards for each other (Wishing Well, Get Well Soon, etc).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Shows kindness towards others.</li> <li>➤ Shows positive attitude towards others.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will become aware of the</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers will make a child understand the importance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will act as role-model by being honest with a child.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Always speaks truth.</li> </ul>

importance of being truthful.	of being truthful.	<ul style="list-style-type: none"> <li>➤ Teacher will narrate different stories and give examples of truthfulness/honesty from daily life.</li> <li>➤ Teacher will create a Lost and Found Corner in the class and teaches a child to put whatever he/she finds lying somewhere.</li> </ul>	
<ul style="list-style-type: none"> <li>➤ A child will be able to understand and practice tolerance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will make a child understand what tolerance is and how to show it.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Through role play/stories teacher will make a child understand what tolerance is. Indicating examples from daily life for tolerance e.g. waiting for their turn, if someone hits, don't hit back , if someone calls bad names don't call back with bad names instead inform elders and seek their help</li> </ul>	<ul style="list-style-type: none"> <li>➤ controls himself/herself if someone hits.</li> <li>➤ stays calm if someone abuses.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will learn to show positive attitude/behavior towards people and other living things.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will inculcate in a child positive attitude/behavior towards people and other living things.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher acts as role model by showing positive attitude/behavior towards people and other living things.</li> <li>➤ Teacher will guide and ask a child to plant a seed and look after it.</li> <li>➤ Teacher will help and ask a child to feed birds and other animals in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Does not harm or hurt animals/birds.</li> <li>➤ Does not pluck flowers/leaves.</li> </ul>

**Sub Domain: Spiritual Development**

<b>Student Standard</b>	<b>Teacher Standard</b>	<b>Learning Activities</b>	<b>Indicators</b>
➤ A child will learn how to greet others.	➤ Teacher will create an environment where a child learns to greet others.	<ul style="list-style-type: none"> <li>➤ During circle time, teacher will role model and involve a child in greeting like Assalam-o- Allakaum, Good Morning, Shaking Hands, etc.</li> <li>➤ Teacher shares religious and other stories containing moral values to further reinforce.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Greets others.</li> <li>➤ Shakes hands.</li> </ul>
➤ A child will learn to say prayer – <b><i>Bismillah</i></b> before starting anything.	➤ Teacher will provide an environment where a child will learn to say prayer – Bismillah before starting anything.	<ul style="list-style-type: none"> <li>➤ Teacher will play as role model by saying prayer– <b><i>Bismillah</i></b> before starting anything and a child will follow.</li> <li>➤ Teacher will share religious and moral stories to emphasis its importance.</li> <li>➤ Teacher will share different poems.</li> </ul>	➤ Says <b><i>Bismillah</i></b> before starting anything.
➤ A child will learn to say prayer – <b><i>Alhamdolillah</i></b> when finishes anything.	➤ Teacher will provide an environment where a child will learn to say prayer - <b><i>Alhamdolillah</i></b> when finishes anything.	<ul style="list-style-type: none"> <li>➤ Teacher will play as role model by saying prayer– <b><i>Alhamdolillah</i></b> when finishes anything and a child will follow.</li> <li>➤ Teacher will share religious and moral stories to emphasis its importance.</li> <li>➤ Teacher will share different poem.</li> </ul>	➤ Says <b><i>Alhamdolillah</i></b> when finishes anything.
➤ A child will learn about different religions.	➤ Teacher will provide an environment where a child	➤ Teacher will show a child flashcards or pictures of different	➤ Knows different religions.

	will learn about different religions.	religious places of worship.	➤ Knows religious places of worship.
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## 5. Main Domain: **PHYSICAL DEVELOPMENT**

### Sub-Domain:

- **Gross Motor Skills**
- **Fine Motor Skills**
- **Sensory Motor Skills**

### Key Learning Areas

- **Development of muscles; gross and fine muscles**
- **Coordination between different body movements.**
- **Coordination between different body organizations.**
- **Enhancement of all senses.**

Competencies	Sub-domain
Competency-1: Child will develop gross-motor skills and fine motor skills	<ul style="list-style-type: none"> <li>➤ Gross Motor Skills</li> <li>➤ Fine Motor Skills</li> </ul>
Competency-2: Child's sensory motor skills will be enhanced.	<ul style="list-style-type: none"> <li>➤ Sensory Motor Skills</li> </ul>
Competency-3: Child will learn coordination of different muscles while performing different tasks.	<ul style="list-style-type: none"> <li>➤ Gross Motor skills</li> <li>➤ Fine Motor Skills</li> <li>➤ Sensory Motor Skills</li> </ul>

**Sub-domain: Gross Motor Skills**

<b>Student Standard</b>	<b>Teacher Standard</b>	<b>Learning Activities</b>	<b>Indicators</b>
➤ A child will be able to walk on a straight line.	➤ Teacher will provide opportunities for walking on a straight line.	<ul style="list-style-type: none"> <li>➤ Teacher will draw a straight line inside or outside the class and ask the child to walk on it.</li> <li>➤ Teacher puts bricks in a straight line and asks the child to walk on them.</li> </ul>	➤ Walks on a straight line.
➤ A child will be able to hop and jump on a straight line.	➤ Teacher will provide opportunities for hopping or jumping on a straight line.	<ul style="list-style-type: none"> <li>➤ Teacher will ask a child to hop or jump on a straight line.</li> <li>➤ Teacher will arrange competition between children to jump and hop on a straight line.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Jumps on a straight line.</li> <li>➤ Hops on a straight line.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to walk on the straight line with a book on his/her head.</li> <li>➤</li> </ul>	➤ Teacher will provide an environment where a child can walk on a straight line with a book on his/her head.	<ul style="list-style-type: none"> <li>➤ Teacher will ask a child to walk on a straight line with a book on his/her head.</li> <li>➤ Teacher will arrange competition between different children to walk on a straight line with a book on their heads.</li> </ul>	➤ Walks on a straight line with a book on the head.
<ul style="list-style-type: none"> <li>➤ A child will learn to walk on a straight line with a spoon having a potato (small one).</li> <li>➤</li> </ul>	➤ Teacher will provide an environment where a child can walk on a straight line with a spoon in the mouth having a potato (small one).	<ul style="list-style-type: none"> <li>➤ Teacher will ask a child to walk on a straight line with spoon in the mouth having a potato (small one).</li> <li>➤ Teacher will arrange a competition, who walks straight on the line with a spoon in the mouth having a potato (small one).</li> </ul>	➤ Walks on a straight line with spoon having a potato (small one) in the mouth.
➤ A child will learn to balance on one foot.	➤ Teacher will provide opportunities to a child to balance on one foot.	<ul style="list-style-type: none"> <li>➤ Teacher will ask a child to balance on one leg from 2 to 3 seconds and later on for more seconds (up to 30 seconds).</li> <li>➤ Teacher will ask a child to hop for two meters.</li> <li>➤ Teacher will arrange hopping race between children of the class.</li> <li>➤ Teacher will introduce different games stapo, hop,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Stand on one foot for 30 seconds.</li> <li>➤ Hops for (2 meters).</li> </ul>



		langri tan, etc.	
➤ A child will learn to throws a ball at a certain distance.	➤ Teacher will provide opportunities to a child in the class and outside to throw a ball to a certain distance.	<ul style="list-style-type: none"> <li>➤ During circle time teacher will ask a child to throw ball to each other.</li> <li>➤ Teacher arranges a competition of throwing ball among children.</li> <li>➤ Who throws a ball at a certain distance?</li> <li>➤ Who throws a ball further (five to ten meters)?</li> <li>➤ Teacher will ask a child to throw ball to someone and take his/her name.</li> <li>➤ Teacher will ask a child to tell name of their favorite fruit/vegetable etc while throwing ball to each other.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Catches a ball.</li> <li>➤ Throws a ball from 5 to 10 meters.</li> <li>➤ Throws a ball to a certain mark.</li> </ul>
➤ A child will be able to climb on a ladder/stairs, tree etc.	➤ Teacher will provide opportunities to a child to climb a ladder/stairs, tree etc under his/her supervision.	<ul style="list-style-type: none"> <li>➤ Teacher will ask a child to climb a ladder/stairs under her/his supervision or will take help from community.</li> <li>➤ Teacher will ask a child to climb a tree under her/his assistance or take help from the community.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Climbs a ladder/stairs.</li> <li>➤ Climbs a tree to 2 meters.</li> </ul>
➤ A child will be able to walk backwards.	➤ Teacher will create and provide opportunities to a child to walk backwards.	<ul style="list-style-type: none"> <li>➤ Teacher will guide a child to walk backwards at least five steps without looking back.</li> <li>➤ Teacher will arrange competition between children to walk backwards.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Walks backwards.</li> <li>➤</li> </ul>
➤ A child can jump over small objects with balance and control.	➤ Teacher arranges such activities where a child gets chance to jump over small objects with balance and control.	<ul style="list-style-type: none"> <li>➤ Teacher arranges such activities where a child jumps on two feet.</li> <li>➤ Teacher arranges such activities where a child jump over small objects(stick, brick etc)with balance and control.</li> <li>➤ Teacher will arrange games like skipping ropes,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Jumps on two feet.</li> <li>➤ Jumps over small objects.</li> <li>➤ Skips with a rope.</li> </ul>

		hurdle race, long jump etc.	
➤ The child will be able to walk with a glass of water in hands without dripping it.	➤ Teacher will provide opportunities to a child to walk with a glass of water in hands without dripping it.	<ul style="list-style-type: none"> <li>➤ Teacher will teach a child how to walk while holding a glass of water without dripping it.</li> <li>➤ Teacher will arrange competition to walk while holding glass full of water without dripping it.</li> </ul>	➤ Walks without dripping water from the glass.

**Sub-domain: Fine Motor Skills**

<b>Student Standard</b>	<b>Teacher Standard</b>	<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>➤ A child will be able to pour water from jug to glass.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher gives a child an opportunity to pour water from jug to glass.</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will teach a child how to hold a jug with water and how to pour water from jug to glass.</li> <li>➤ Teacher gives a child a jug with water in it and asks a child to pour water in the glass without dripping it.</li> <li>➤ Teacher will arrange competition between children who pours water from jug to glass without dripping it.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pours water from jug to glass without dripping it.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to make things with clay/dough, plaster chine.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher designs activities where a child gets a chance to play with clay/dough, plaster chine.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher gives clay/dough to the child to make big/small balls, chappati shape, different fruits/vegetables etc.</li> <li>➤ A child makes small balls, and then makes a hole in them with a stick. Then threads these beads to make a necklace or a bracelet. .</li> </ul>	<ul style="list-style-type: none"> <li>➤ makes small and big balls.</li> <li>➤ makes different shapes with dough/clay.</li> <li>➤ threads beads in a string/wire.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to draw simple shapes/pictures.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher designs activities where a child gets a chance to draw different shapes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A child draws basics shapes (circle, triangle, rectangle, square etc) on paper / sand.</li> <li>➤ Teacher asks the child to draw picture with an alphabet and paste it on the wall (to encourage a child).</li> </ul>	<ul style="list-style-type: none"> <li>➤ draws basic shapes.</li> <li>➤ draws simple picture for a letter/alphabet.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to handle scissors well.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher provides blunt scissors to cut pictures or shapes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher gives a child scissors to cut simple shapes under his/her guidance or takes assistance from community.</li> </ul>	<ul style="list-style-type: none"> <li>➤ cuts simple shapes.</li> <li>➤ cuts simple pictures from old newspapers/</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Teacher gives old newspapers/ magazines to cut simple pictures from them.</li> </ul>	magazines.
<ul style="list-style-type: none"> <li>➤ A child will be able to tear paper into small pieces.</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide opportunities to a child to tear paper into small pieces.</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher gives to a child old newspapers/ magazines etc to tear them into small pieces and then paste them in a picture (apple, fish, circle, square etc).</li> </ul>	<ul style="list-style-type: none"> <li>➤ tears paper into small pieces.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to manipulate small objects with ease (e.g., strings beads, fits small objects into holes)</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher provides environment where a child gets activities to manipulate small objects (e.g., strings beads, fits small objects into holes)etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher gives a child beads to put them in a string.</li> <li>➤ Teacher arranges competition between children who will put more beads in a string till counting of ten etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ puts beads in a string.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to pick up small objects with fingers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher provides activities for picking things (pulses, beads etc) with fingers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher asks a child to pick and separate two different types of pulses or beads of different colours from the tray.</li> <li>➤ Teacher arranges competition between children to separate seeds or pulses.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Picks beads.</li> <li>➤ Separates beads.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to fasten buttons.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher provides opportunities to a child to fasten buttons.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher teaches a child how to fasten buttons.</li> <li>➤ Teacher will ask a child to button up his/her shirt.</li> </ul>	<ul style="list-style-type: none"> <li>➤ fastens buttons.</li> </ul>

**Sub-domain: Sensory Motor Skills**

<b>Student Standard</b>	<b>Teacher Standard</b>	<b>Learning Activities</b>	<b>Indicators</b>
<ul style="list-style-type: none"> <li>➤ A child will be able to differentiate between different smells.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher provides an environment where a child experiences different smells.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher teaches child names of different smells.</li> <li>➤ Teacher arranges different things (lemon, onion, oil, flower etc) having different smells so that a child can distinguish between them.</li> <li>➤ Teacher asks a child to match same smells together.</li> <li>➤ Teacher blindfolds a child and asks him/her to take out a thing from the bag or to pick from the table in front and smell it and tell what it is.</li> </ul>	<ul style="list-style-type: none"> <li>➤ tells different smells.</li> <li>➤ matches smells.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to differentiate between different tastes; sweet, bitter, salty, sour, spicy, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher provides an environment where a child learns about different tastes; sweet, bitter, salty, sour, spicy, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will ask a child what they have brought for lunch and will discuss with them how it tastes.</li> <li>➤ Teacher arranges different things (to collect things she/he can take help from parents) having different tastes and asks a child to taste it and tell it's sweet, bitter, salty or sour.</li> <li>➤ Teacher will ask a child to tell by tasting a thing what it is.</li> <li>➤ Teacher teaches a child different tastes by arranging separate days for it (one taste per day).</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ tells taste of a thing.</li> <li>➤ Differentiates different tastes.</li> </ul>

<ul style="list-style-type: none"> <li>➤ A child will be able to differentiate between textures.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher provides opportunities to a child to touch and feel textures.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher lets a child touch different things (their uniform, desk, paper, door, floor etc) available in the class and tells whether it is rough or smooth.</li> <li>➤ Teacher will provide different things to a child to sort it is rough, smooth, silky, etc.</li> <li>➤ Teacher blindfolds a child and asks to touch and tell what it is.</li> </ul>	<ul style="list-style-type: none"> <li>➤ tells a thing is rough.</li> <li>➤ tells a thing is smooth.</li> <li>➤ Tells different textures.</li> <li>➤ Matches different textures.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child's observation skills will be enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher provides different opportunities to a child observe indoor and outdoor environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A teacher asks a child to observe the classroom and then draw things in the class. Likewise she/he asks a child to observe a field or garden outside and then draw things from them.</li> <li>➤ Teacher will play different memory games with a child.</li> <li>➤ Teacher shows a chart for few seconds on whom there are different things, and then asks a child to recall what things he/she saw.</li> <li>➤ Teacher will give jigsaw puzzle to a child to play.</li> <li>➤ Teacher will give different things – flowers, leaves etc to pair alike things together.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws things in the outdoor environment.</li> <li>➤ Fits pieces of the puzzle.</li> <li>➤ Draws things in the class.</li> <li>➤ Pair things.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to differentiate different</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher provides an environment where a child</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will produce loud and soft sounds and make a child learn different</li> </ul>	<ul style="list-style-type: none"> <li>➤ differentiates different sounds.</li> </ul>

<p>sounds; loud, soft, shrilly etc.</p>	<p>hears different sounds.</p>	<p>sounds like; clapping, snapping fingers, stamping feet, etc.</p> <ul style="list-style-type: none"> <li>➤ Teacher makes a child hear different sounds in the environment e.g. drum, different birds and animals, thunder, water pouring from a tap or somewhere else. Later on will ask to close their eyes and differentiate different sounds.</li> <li>➤ Teacher will blindfold a child and will create different sounds; loud, soft, shrilly etc. He/she will then ask a child to guess the sound.</li> <li>➤ Teacher will ask a child to produce his/her favorite sound.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognizes different sounds.</li> <li>➤</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to differentiate between hot, cold, warm, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher provides opportunities to a child to experience different things which are hot, cold, warm, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher lets a child touch different things which have different temperatures and asks a child to tell it is hot, cold, warm, etc.</li> <li>➤ Teacher will blindfold a child and will ask him/her to tell it is hot, cold, or warm, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ differentiates different temperatures.</li> <li>➤ Recognizes different temperatures.</li> </ul>

## 6. Main domain: Health, Hygiene and Safety

### Sub- Domains:

- Health
- Hygiene
- Safety

### Key Learning Areas

- Good habits
- Healthy food
- Harmful things
- Safety rules
- Cleanliness

Competencies	Sub-domain
<b>Competency-1:</b> Child will develop an understanding of the importance of healthy practices.	Health
<b>Competency-2:</b> Child will learn about nutritious food.	Health
<b>Competency-3:</b> Child will learn about cleanliness.	Hygiene
<b>Competency-4:</b> Child will learn how to protect himself/herself from harmful objects and situations.	Safety
<b>Competency-5:</b> Child will have awareness and understanding of safety rules.	Safety



## Sub-Domain: Health

Student Standards	Teacher Standards	Learning Activities	Indicators
<ul style="list-style-type: none"> <li>➤ A child will be able to have awareness of healthy food and its benefits.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide to a child awareness of healthy food and its benefits.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will share and give awareness about healthy food and its benefits like               <ul style="list-style-type: none"> <li>➤ which foods are healthy for us</li> <li>➤ which food gives us energy, etc</li> </ul> </li> <li>➤ Teacher will discuss with a child advantages of different vegetables, fruits, etc.</li> <li>➤ Teacher will make a bar graph and will ask a child to mark his/her favourite fruit/vegetable.</li> <li>➤ Teacher will ask a child to draw his/her favourite food, fruit or vegetable.</li> <li>➤ Teacher will ask a child to bring his/her favourite fruit/vegetable to the school and share with the classmates that why he/she likes it.</li> <li>➤ Teacher will share stories which emphasize importance of healthy food.</li> <li>➤ To further emphasize upon eating healthy food, a teacher can share different stories, role plays etc with the child.</li> <li>➤ Teacher will make children celebrate healthy food day.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows healthy food.</li> <li>➤ Tells advantages of eating vegetables/fruits.</li> </ul>

<ul style="list-style-type: none"> <li>➤ A child will have awareness about junk food and its harmful effects.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will give a child awareness about junk food and its harmful effects.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will discuss with the child what is a junk food, like candies, sweets, crisps, soft drinks, etc.</li> <li>➤ Teacher will guide a child to cut food pictures from old newspapers, etc and sort them into healthy and junk food.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows junk food.</li> <li>➤ Tells the harmful effects of junk food.</li> <li>➤ Differentiates between junk and healthy food.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to understand the importance of milk.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will share with a child the importance of drinking milk.</li> </ul>	<ul style="list-style-type: none"> <li>➤ In the morning, during circle time teacher asks each child to tell who drinks milk in the morning. Then he/she will share benefits of drinking milk.</li> <li>➤ Teacher will share with a child stories related to it.</li> <li>➤ Teacher will make children celebrate Milk Day, and ask each child to bring different milk products like milk toffees, cheese, yogurt, milk biscuits, butter, lassi, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows importance of drinking milk.</li> <li>➤ Drinks milk.</li> <li>➤ Knows milk products.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be aware of the importance of water.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will give awareness to a child about the importance of water.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher shares uses of water with a child.</li> <li>➤ Teacher will role model, initiate and encourage a child not to waste water by closing the water tap after use, not to spill or throw water unnecessarily.</li> <li>➤ Teacher will arrange a field trip to a source of water e.g. dam, lake, well etc.</li> <li>➤ Teacher shares stories to further emphasize on the importance of water.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows importance of water.</li> <li>➤ Does not waste water.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to learn good eating habits.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will create an environment where a child</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will guide a child : <ul style="list-style-type: none"> <li>• <i>To say Bismillah before eating and</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Cleans hands before and after eating</li> </ul>

	learns about the good eating habits.	<p><b><i>Alham-do lillah after finishing food.</i></b></p> <ul style="list-style-type: none"><li>• <b><i>To wash hands before and after eating.</i></b></li><li>• <b><i>To take small bits.</i></b></li><li>• <b><i>To chew properly.</i></b></li><li>• <b><i>To use dustbin to throw rubbish.</i></b></li><li>• <b><i>To share his/her food with others.</i></b></li><li>• <b><i>To use napkins/handkerchief.</i></b></li></ul>	<ul style="list-style-type: none"><li>➤ Says Bismillah before eating</li><li>➤ Says Alhamdo lillah after eating</li><li>➤ Shares lunch with others</li><li>➤ Throws rubbish in the dustbin.</li></ul>
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## Sub domain: Hygiene

<b>Student Standards</b>	<b>Teacher Standards</b>	<b>Learning Activities</b>	<b>Indicators</b>
<ul style="list-style-type: none"> <li>➤ A child will be able to learn the concept of cleanliness.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will inculcate the importance of cleanliness in a child.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will share with a child the advantages of cleaning hands.</li> <li>➤ Teacher will make a child clean his/her hands before and after eating.</li> <li>➤ Teacher will show a child how to clean and wash his/her hands with soap and to dry with a towel.</li> <li>➤ Teacher will share with a child stories and rhymes related to cleanliness.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cleans hands.</li> <li>➤ Knows benefits of cleaning hands.</li> <li>➤ Washes hands.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will realize significance of cleaning and cutting nails.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will make a child aware of the importance of cutting and cleaning nails.</li> </ul>	<ul style="list-style-type: none"> <li>➤ In the morning (once a week), during circle time teacher asks each child to show his/her nails and checks if they are clean or not and properly cut.</li> <li>➤ Teacher inculcates significance of clean nails by telling stories.</li> <li>➤ Teacher will demonstrate and guide a child how to cut his/her nails with the help of nail clipper.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cuts nails.</li> <li>➤ Keeps nails neat and clean.</li> <li>➤ Knows the importance of keeping nails clean.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to keep his/her hair clean and tidy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will make a child aware of keeping his/her hair clean and tidy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ In the morning, during circle time teacher sees to it that each child's hair is clean and properly combed.</li> <li>➤ Once a week in the morning, during circle time, teacher tells a child who needs a hair cut or if someone needs his/her hair to be clean from lice etc.</li> <li>➤ Teacher will guide a child and his/her parents</li> </ul>	<ul style="list-style-type: none"> <li>➤ Keeps hair clean.</li> <li>➤ Keeps hair properly cut.</li> <li>➤ Combs hair properly.</li> </ul>

		how to keep a child's hair clean, tidy and properly cut.	
➤ A child will be able to keep his/her teeth clean.	➤ Teacher will inculcate in a child importance of keeping teeth clean.	<ul style="list-style-type: none"> <li>➤ In the morning, during circle time teacher tells the importance of cleaning teeth twice a day.</li> <li>➤ Teacher shares different stories and poems linked to it.</li> <li>➤ Teacher will invite a dentist (if available) from community to check the oral health of a child and give tips on cleanliness of teeth.</li> <li>➤ Teacher role models and demonstrates to a child how to brush teeth and guides a child how to brush teeth properly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Brushes teeth properly.</li> <li>➤ Brushes teeth twice a day.</li> </ul>
➤ A child will be able to learn the importance of taking bath.	➤ Teacher will inculcate in a child importance of keeping himself/herself clean by taking bath.	<ul style="list-style-type: none"> <li>➤ Teacher shares with a child importance of keeping his/her body clean by taking bath.</li> <li>➤ Teacher shares different poems and stories related to keeping body clean.</li> </ul>	➤ Keeps body clean by taking bath.
➤ A child will be able to learn proper use of toilet.	➤ Teacher will give awareness about proper use of toilet.	➤ Teacher will provide the assistance to the child to use the toilet properly and to wash hands after using the toilet.	➤ Uses toilet properly.
➤ A child will learn to keep his/her belongings clean.	➤ Teacher will inculcate in a child importance of keeping is/her belongings clean.	<ul style="list-style-type: none"> <li>➤ Teacher will share and role model to a child how to keep his/her belongings clean:</li> <li>➤ By polishing his/her shoes.</li> <li>➤ By wearing clean clothes/uniform.</li> <li>➤ By wearing ironed clothes/uniform.</li> <li>➤ By keeping his/her bag clean and tidy.</li> <li>➤ By keeping his/her books and notebooks clean</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows to keep his/her belongings clean and tidy.</li> <li>➤ Keeps clothes/uniform clean.</li> <li>➤ Polishes his/her shoes.</li> <li>➤ Keeps his/her bag clean</li> </ul>

		and tidy.	➤ Keeps his/her books and notebooks clean and tidy.
➤ A child will be able to learn to keep his/her surroundings clean and tidy.	➤ Teacher will inculcate in a child importance of keeping his/her surroundings clean and tidy.	<ul style="list-style-type: none"> <li>➤ Teacher will share and role model to a child how to keep his/her surroundings clean and tidy by:</li> <li>➤ Using dustbin to throw rubbish.</li> <li>➤ Keeping all things in their proper places.</li> <li>➤ Keeping his/her class clean and tidy.</li> <li>➤ Once a month, the school will celebrate the Cleanliness Day, the teacher and the child will participate to clean the class and surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Throws rubbish in the dustbin</li> <li>➤ Keeps all things in their proper places.</li> <li>➤ Keeps his/her class clean and tidy.</li> </ul>

## Sub domain: Safety

Student Standards	Teacher Standards	Learning Activities	Indicators
<ul style="list-style-type: none"> <li>➤ A child will be able to use sharp objects properly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will give awareness to a child about proper usage of sharp objects.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will demonstrate and guide a child how to hold sharp objects (knife, scissors, forks, etc).</li> <li>➤ Teacher asks a child to give scissors/knife to each other under her/his guidance or can take support from community member.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows how to hold a knife/scissors properly.</li> <li>➤ Knows how to offer a knife/scissors to each other.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to learn to cross a road carefully.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide guidance to a child to cross a road carefully.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher shares with a child how to cross a road carefully by telling:               <ul style="list-style-type: none"> <li>• <i>Looking right and left before crossing.</i></li> <li>• <i>To cross road from zebra crossing if available.</i></li> <li>• <i>No running while crossing a road.</i></li> <li>• <i>Hold hands of elders while crossing a road.</i></li> </ul> </li> <li>➤ Teacher under guidance (self or takes help from community) first role models, then guides and makes each child to cross the road.</li> <li>➤ Teacher will share with a child rhymes and stories for crossing a road carefully.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows how to cross a road.</li> <li>➤ Looks left and right before crossing a road.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be aware of harmful effects of taking a medicine without elder's supervision.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide awareness to a child of the harmful effects of taking a medicine without elder's supervision.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher shares the information with a child about the harmful effect of taking a medicine without elder's supervision.</li> <li>➤ Teacher calls a doctor or a nurse from the community to come and tell to a child about the harmful effect of taking a medicine without</li> </ul>	<ul style="list-style-type: none"> <li>➤ Does not take medicines by herself/himself.</li> </ul>

		<p>guidance.</p> <ul style="list-style-type: none"> <li>➤ Teacher further emphasizes on it by sharing stories about it.</li> <li>➤ Teacher will invite a doctor or a nurse from the community to tell the child about the harmful effects of taking medicines without his/her elders' guidance.</li> </ul>	
<ul style="list-style-type: none"> <li>➤ A child will be able to seek adults help whenever required.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will share information with a child to seek adults help whenever required.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will share information with a child to seek help when he/she feels unwell, hurt, unhappy and uncomfortable.</li> <li>➤ Teacher will discuss with a child about seeking help from others if someone is hitting, touching, pushing or using foul language.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Seeks help from adults whenever required.</li> <li>➤ Does not talk to strangers.</li> </ul>



## **7. Main Domain: Creative Art**

### **Sub-Domain:**

- **Visual Art**
- **Sound, Rhythm and Action**
- **Performing Art**

### **Key Learning Areas**

- **self confidence**
- **self expression**
- **use of waste material**
- **creativity**
- **Different techniques**
- **to express through rhythm and rhyme**

<b>Competencies</b>	<b>Sub-Domains</b>
Competency-1 Child will express themselves with colors and drawings.	➤ Visual Art
Competency-2 Child will work with a variety of low cost and waste material to create craft projects of their choice.	➤ Visual Art
Competency-3 Child will experiment with a variety of material to represent their observations and imaginations in the form of models/sculpture.	<ul style="list-style-type: none"> <li>➤ Visual Art</li> <li>➤ Dramatic Play</li> </ul>
Competency-4 Child will learn the skills of collage work, printing and their use in a variety of ways to create their own art pieces and patterns.	➤ Visual Art
Competency-5 Child will observe, practice and explore various techniques of folding, cutting, tearing and weaving paper to make objects and patterns.	➤ Visual Art
Competency-6 Child will listen to identify and appreciate variety of sounds, patterns, rhythms and rhymes as a form of expression.	<ul style="list-style-type: none"> <li>➤ Dramatic Play</li> <li>➤ Sound, Rhythm and Action</li> </ul>
Competency-7 Child will participate with confidence in a variety of dramatic play activities to express.	<ul style="list-style-type: none"> <li>➤ Dramatic Play</li> <li>➤ Sound, Rhythm and Action</li> </ul>

**Sub-Domain: Visual Art**

<b>Student Standard</b>	<b>Teacher Standard</b>	<b>Learning Activities</b>	<b>Indicators</b>
<ul style="list-style-type: none"> <li>➤ A child will be able to recognize and differentiate colours in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide opportunities to a child to recognize and differentiate colours present in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will first introduce primary colours – red, yellow, blue. Then he/she will introduce secondary colours and so on.</li> <li>➤ Teacher will engage a child in activities using different materials to facilitate the understanding of different colors e.g.;</li> <li>➤ Different colours of seeds.</li> <li>➤ Different colours of objects from the surrounding environment.</li> <li>➤ Encourage a child to point out colours in objects around him/her like stones, flowers, leaves, seeds etc.</li> <li>➤ Teacher will enhance a child's understanding of color's by celebrating Color Day. A child will be bring anything of a specific colour to celebrate a particular colour day e.g. red, blue, green etc.</li> <li>➤ Teacher will engage a child in</li> </ul>	<ul style="list-style-type: none"> <li>➤ differentiates between colours</li> <li>➤ names colours.</li> <li>➤ Recognizes colours.</li> </ul>

		<p>colouring of different objects e.g. apple, ball etc.</p>	
<ul style="list-style-type: none"> <li>➤ Child will be able to express through colors /drawing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will inculcate in a child skills to express himself/herself through drawing and colors.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will show and guide the child how to draw and color e.g. different shapes, fruits, vegetables etc.</li> <li>➤ Teacher gives a child picture to color e.g. different shapes fruits/vegetables etc.</li> <li>➤ Teacher gives paper and pencil/colors to draw any thing which he/she wants to draw/color.</li> <li>➤ Teacher gives a dotted picture to the child to join and then color.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draws a picture e.g. an apple, a ball etc.</li> <li>➤ Colors a picture.</li> <li>➤ Express himself/herself by drawing.</li> <li>➤ Express himself/herself through colors.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to create different crafts with indigenous materials .</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide opportunities and give support to a child to create different crafts with indigenous materials.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will demonstrate the use of empty boxes of biscuits or other things to create decorative containers by decorating the boxes with colors or pasting pictures.</li> <li>➤ Teacher will arrange art activities like collage work for a child to paste different beans, seeds, dry flowers, leaves on the empty bottles etc to make a</li> </ul>	<ul style="list-style-type: none"> <li>➤ Creates something with indigenous material.</li> <li>➤ Aware of usage of waste materials.</li> <li>➤</li> <li>➤</li> <li>➤</li> </ul>

		<p>vase or a pencil holder.</p> <ul style="list-style-type: none"> <li>➤ Teacher will give picture of a house, fish or butterfly etc and will ask the child to paste different pulses in it.</li> <li>➤ Teacher will encourage a child to use indigenous material and create something by himself/herself.</li> <li>➤ Teacher will guide and facilitate a child to paste different pulses, beads, pieces of old newspapers etc to fill a given picture.</li> <li>➤ Teacher can involve families for collecting indigenous material.</li> <li>➤ - At a later stage teacher can guide a child to create something himself/herself.</li> </ul>	
<ul style="list-style-type: none"> <li>➤ Child will be able express through plasterchine/clay.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide opportunities to a child to express through plasterchine/clay.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will give clay and guide a child to create different objects like basic shapes, fruits/vegetables etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Makes shapes with clay/plasterchine.</li> <li>➤ Makes different things with clay/plasterchine.</li> </ul>

<ul style="list-style-type: none"> <li>➤ A child will be able to paint.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will organize activities to facilitate a child to paint.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will arrange hand painting activity by asking a child to dip thumb in color and press it on plain paper.</li> <li>➤ Teacher will provide a picture to a child and will help her/him to fill it by using fingers for finger painting.</li> <li>➤ Teacher will demonstrate and ask a child to use different vegetables to paint and make different patterns.</li> <li>➤ Teacher will give a picture to a child and guide him/her to paint it by using paint brush.</li> <li>➤ Teacher with an old/used brush guide a child to do spray paintings.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Does thumb painting.</li> <li>➤ Does vegetable painting to make different patterns.</li> <li>➤ Does figure paintings.</li> <li>➤ Uses paint brush</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to know tearing and cutting of paper.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide opportunities to a child to tear and cut paper.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher gives paper/old newspapers to a child to tear for collage and make a collage by pasting them on a picture like; tree, apple, house, butterfly etc.</li> <li>➤ Teacher facilitates a child to cut different shapes like circle, sun, square, apple etc from old</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tears papers.</li> <li>➤ Does pasting.</li> <li>➤ Cuts shapes and pictures etc.</li> <li>➤</li> <li>➤</li> </ul>

		newspapers/magazines.	
➤ A child will be able to make things by folding paper.	➤ Teacher will facilitate a child in learning to make things by folding paper.	➤ Teacher will guide and ask a child to step by step fold paper and make a boat, glass etc.	➤ Can makes things by folding paper. ➤ Folds paper.
➤ A child will be able to do weaving.	➤ Teacher will provide opportunities to a child for weaving.	➤ Teacher will guide and facilitate a child to make mat by weaving horizontally and vertically strips of paper, cloth etc. ➤ Teacher will give step by step guidance to a child to fold a paper and make different things like a boat, airplane, glass etc.	➤ Weaves.

### Sub-domain: Sound, Rhythm and Action

Student Standard	Teacher Standard	Learning Activities	Indicators
<ul style="list-style-type: none"> <li>➤ A child will be able to appreciate different rhymes and songs etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide opportunities to a child to learn appreciate different rhymes and songs etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will sing different rhymes and songs (national / local) for and with a child.</li> <li>➤ Teacher will teach a child to sign different rhymes and songs.</li> <li>➤ Teacher will make a child sing different songs and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learns songs.</li> <li>➤ Learns rhymes.</li> <li>➤ Appreciates rhymes/songs.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to sing rhymes, songs with actions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide opportunities to a child to sing rhymes, songs with actions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher demonstrates and asks a child to role models and the child to follow her/him and do similar actions.</li> <li>➤ Teacher sings rhymes and songs with actions with a child.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sings rhymes with actions.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to identify sounds of different mediums.</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher provides opportunities to a child to identify sounds of different medium.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will make a child hear sounds of different things;               <ul style="list-style-type: none"> <li>- Sound of a pebble in a glass,</li> <li>- Water being poured in a glass,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies sounds of different things.</li> <li>➤ Identify high and low pitch of a sound.</li> </ul>



		<ul style="list-style-type: none"><li>- Rain outside</li><li>- Sound of beans, buttons or beads in a bottle</li><li>➤ Teacher guides a child to make a musical instrument by putting pebbles, seeds etc in an empty box.</li></ul>	
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### Sub-domain: Performing Art

Student Standard	Teacher Standard	Learning Activities	Indicators
<ul style="list-style-type: none"> <li>➤ A child will be able to perform and act.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide opportunities to a child to act and perform.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will use old charts etc to make masks of animals/birds etc. By using these masks teacher guides a child to act out and perform.</li> <li>➤ Teacher guides a child to wear mask of a vegetable/fruits/animal etc and share its qualities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can act to express.</li> <li>➤ Can act using masks.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to understand and to imitate role of different professionals.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will provide opportunities to a child to understand and imitate role of different professions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will guide a child to dress up for a specific profession and imitate it. e.g. role of; a doctor, policeman, carpenter etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learn different professions.</li> <li>➤ Imitates a professions</li> </ul>
<ul style="list-style-type: none"> <li>➤ A child will be able to participate in dramas and tableaux.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will organize different dramas and tableaux in which a child can participate</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will arrange different dramas and tableaux for a child to take part. Through these dramas and tableaux he/she can inculcate in a child different moral and religious values.</li> <li>➤ Teacher can make a child perform on different folk</li> </ul>	<ul style="list-style-type: none"> <li>➤ Participate in drama and tableaux.</li> <li>➤ Perform in a drama and tableaux.</li> </ul>

		tales, rhymes and songs.	
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